

Fifth Grade Module 1: End-of-Module Assessment Task Score Sheet

A Progression of Learning

A Progression of Learning is provided to describe steps that illuminate the gradually increasing understandings that students develop *on their way to proficiency*. In this chart, this progress is presented from left to right. The learning goal for each student is to move to the last step, “Evidence of solid reasoning with a correct answer”. These steps are meant to help teachers and students identify and celebrate what the student CAN do now, and what they need to work on next.

Score Key: A Progression of Learning			
Little or no evidence of reasoning with an incorrect answer.	Evidence of some reasoning with an incorrect answer.	Evidence of some reasoning with a correct answer or evidence of solid reasoning with an incorrect answer.	Evidence of solid reasoning with a correct answer.
(1 Point)	(2 Points)	(3 Points)	(4 Points)

Module 1: End-of Module Assessment								
Question	Domain		Standards					
	Number and Operations in Base-Ten	Measurement and Data	5.NBT.1	5.NBT.2	5.NBT.3a	5.NBT.3b	5.NBT.4	5.NBT.7
1	1 2 3 4		X	X				
2	1 2 3 4							X
3	1 2 3 4				X	X		
4a-c	1 2 3 4		X	X	X	X	X	X
4d		1 2 3 4						X

Domain Score	Number and Operations in Base-Ten		Measurement and Data	
Total Points				
Level	4	14-16 points	4	4 points
	3	10-13 points	3	3 points
	2	6-9 points	2	2 points
	1	4-5 points	1	1 point

Note: For more information about standards assessed in this module, see back of this score sheet.

Notes:

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Fifth Grade Module 1: End-of-Module Assessment Task (Topics A–F) Clusters and Standards Addressed

Generalize place value understanding for multi-digit whole numbers.

- 5.NBT.1** Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and $\frac{1}{10}$ of what it represents in the place to its left.
- 5.NBT.2** Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.
- 5.NBT.3** Read, write, and compare decimals to thousandths.
- Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., $347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (\frac{1}{10}) + 9 \times (\frac{1}{100}) + 2 \times (\frac{1}{1000})$.
 - Compare two decimals to thousandths based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.
- 5.NBT.4** Use place value understanding to round decimals to any place.

Perform operations with multi-digit whole numbers and with decimals to hundredths.

- 5.NBT.7** Add, subtract, multiply and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.

Convert like measurement units within a given measurement system.

- 5.MD.1** Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems.